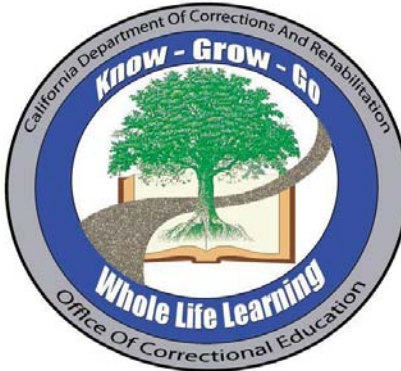


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

Valley State Prison for Women

May 19 through 23, 2008

ADMINISTRATION

Raul Romero

ACADEMIC EDUCATION

John Delapp; John Jackson

VOCATIONAL EDUCATION

**Beverly Penland; Ron Callison
Zachary Steinhaus**

LIBRARY

Christine Long

FEDERAL SUPPLEMENTARY PROGRAMS

**Mark Lechich
Ron Callison
Tom Posey**

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: Valley State Prison for Women (VSPW) DATE: May 19-23, 2008 COMPLIANCE TEAM: Raul Romero	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	Yes	The recent budget allotments that include Recidivism Reduction Strategies funds are being added to the tracking system.
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	Yes	Due to the recent allotment just received and the current California Department Of Corrections And Rehabilitation (CDCR) budget deficit, all funds may not be spent. It is important that all parties involved in the budget process expedite expenditures in order to meet expenditure deadlines.
3.	Are funds allocated by the Office of Correctional Education (OCE) available and spent within program areas?	Yes	The budget tracking includes all categories allotted by OCE.
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by OCE?	Yes	All appropriate categories are noted in the tracking system.
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections, used to provide program services to inmates?	Yes	Allocated funds for the Bridging Education Programs, including Arts In Corrections, used to provide program services to inmates.
6.	Are law library purchases funded by the institution's general budget?	No	There is an ongoing attempt by CDCR Administration to resolve the use of Program 25 vs. Program 45 monies to operate Law Libraries. The ongoing discussions to resolve this funding issue are taking place between Adult Operations and Adult Programs headquarters staff.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	Yes	The Principal as well as the Institutional Personnel Office have copies of the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies.
8.	Are the Education Monthly Report and the Education Daily Report accurate and being completed and submitted on a timely basis?	No	The Education Monthly Report and the Education Daily Report is not accurate. There are several areas that are in need of improvement. It is recommended that the VSPW Education Department work with OCE to correct errors.
9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	There is sufficient space for the Bridging Program staff and Artist Facilitator. Discussions and plans are taking place to secure adequate space for the new TV Specialist. It is recommended that adequate space be provided to the TV Specialist who is due to report as a new hire on July 1, 2008. Sufficient space is required to set up a TV Studio to produce education audio/visual presentations. It is also recommended that the VSPW Education Department work with OCE to ensure all the allotted equipment is received. Additionally it is recommended that the institutional AISA assist in setting up any computerized equipment. The TV Specialist work space will be reviewed during the six month revisit.
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Credentials:</div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	Yes	The assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification.
12.	<div style="border: 1px solid black; padding: 2px;">Duty Statements:</div> Are 100% of the staff duty statements on file and applicable to current position?	Yes	
13.	<div style="border: 1px solid black; padding: 2px;">Operational Procedures:</div> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?	Yes	The institution has an Operational Procedure that addresses the legislative mandates of the Bridging Education Program.
14.	Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion?	Yes	The institution has an Operational Procedure for the Education Program and it uses Department Operation Manual Chapter 10 as an inclusion
15.	<div style="border: 1px solid black; padding: 2px;">Staff Assignments:</div> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	The Principal is encouraged to keep the list updated by contacting OCE personnel tracking staff. The Principal has notified OCE of the new TV Specialist hire.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

16.	Are all staff appropriately working and/or assigned within the education program?	No	There are two teachers coordinating almost entirely college programs contrary to OCE policy and general funding for Adult Basic Education requirements. While it is understood that college programs are a beneficial and sequential part of the education process, no funds for staff or college materials are included in the general funds by CDCR. It is recommended that OCE and the Warden support and encourage the funding of Post Secondary Coordinator positions for each institution to handle distance college and trade school participation. There are also two teachers assigned to handle the education testing process that are not identified by OCE as approved positions for that specific purpose. It is recommended that VSPW Education Department and the Warden work with OCE to clarify these assignments.
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	However, it is noted that the Principal is required to supervise the Hobby Crafts staff contrary to DOM requirements.
18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	Yes	
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program?	Yes	
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	Yes	
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	Yes	Due to the TV Specialist vacancy, a distance education teacher has been trouble-shooting the equipment and contacting Transforming Lives Network for needed support.
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	Yes	
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	The Principal is to ensure that the Assessment Office Assistant Duty Statement is followed and no other duties are assigned.
26.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Model (AEDM):</div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	Yes	
27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?	No	The education and work program model is not in place as agreed upon on the approved signed AEDM CCPOA agreement.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

28.	Are all Alternative Education Delivery Model positions filled?	Yes	
29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	Yes	
30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	No	The college distance education programs models are not approved.
31.	<ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? Are all approved Alternative Education Delivery Model faculty schedules posted? 	No	The AEDM staff are providing excellent programming for inmates. However it is not clear from the Education Monthly Report or other available that the each of the models required to serve 120 enrolled inmates are meeting such a requirement. It is recommended that the Principal work with OCE to clarify this issue.
32.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?	Yes	All education staff has received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration
33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	Yes	Female inmates' vocational assignments are being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

34.	Certificates of Completion or Achievement: <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? 	Yes	The Principal will ensure additional training for teachers in accordance with OCE issuance of completion certificates memo. It is recommended that copies of the memo be given to all teachers.
35.	Executive/Supervisory Assignments: <p>Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)</p>	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	Yes	
38.	<ul style="list-style-type: none"> Does the Academic Vice Principal/Vocational Vice Principal provide documented In-Service-Training and On-the-Job-Training? Are all probationary and annual performance evaluations currently due completed? 	Yes	
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	Yes	
40.	Are Transforming Lives Network quarterly reports being submitted to OCE by the due dates of Oct. 10, January 10, April 10 and July 10?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

41.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test Of Adult Basic Education:</div> <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education (TABE) score losses identified on the School Program Assessment Report Card (SPARC)? Is the principal implementing remedial changes to improve the scores? 	Yes	
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Accreditation:</div> <p>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	Yes	VSPW received a WASC six year accreditation with now updated review visit required.
45.	<ul style="list-style-type: none"> Is there a continuing WASC process being followed by the school with the action plans being actively addressed in a timely manner? Is there a leadership team in place and do minutes substantiate regular meetings? 	Yes	
46.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Enrollment/Attendance:</div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p>	No	The Education Monthly Report and other available enrollment/participation rosters for the distance education and independent models did not provide sufficient evidence to confirm quotas.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	No	A specific Bridging Education Program eligibility list could not be obtained. It is most likely that there is a list but none has been made available to the Education Department to date. Further follow up is recommended to confirm such as list is available.
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	Education staff including Relief Teachers, Vice-Principals and clerical staff are attending ICC. It is recommended that clerical staff not be used for Institution ICC.
50.	<div style="border: 1px solid black; padding: 2px;">Bridging Program:</div> Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?	Yes	
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	Yes	
52.	<div style="border: 1px solid black; padding: 2px;">Transforming Lives Network:</div> Has the Transforming Lives Network satellite dish been installed and operational?	Yes	
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	Yes	
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to OCE?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

55.	Has Transforming Lives Network enrollment and completion data been tracked?	Yes	
56.	<div style="border: 1px solid black; padding: 2px;">GED Testing/High School Credit:</div> <ul style="list-style-type: none"> • Is there a High School credit program and General Educational Development (GED) Testing program that follows OCE and State requirements? • Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	Yes	
57.	<div style="border: 1px solid black; padding: 2px;">Inmate Education Advisory Committee:</div> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	Yes	
58.	<div style="border: 1px solid black; padding: 2px;">Education Files</div> <ul style="list-style-type: none"> • Do all of the quarterly CDCR Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.? • Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) • Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? 	No	A review of student Education Files indicated lack of appropriate required documentation and processing. It is recommended that all Education Files be examined by education supervisors for appropriate content. It is also recommended that the involvement of inmate clerk's assistance be reviewed and discussed with OCE to ensure that inmate clerks do not handle Education Files containing confidential information as denoted on OCE memo addressing the Education Files processing.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

59.	<ul style="list-style-type: none"> Are Education Files with a copy of the Record of Inmate Achievement (Form 154) transferred to Central Records when a student leaves education, transfers or paroles? Is there a copy of the Record of Inmate Achievement (CDCR Form 154 or High School Transcript) kept in the Education Office files in perpetuity? Are Education Files prepared for all assigned inmates? Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution? 	No	<p>A review of student Education Files indicated lack of appropriate required documentation and processing. It is recommended that all Education Files be examined by education supervisors for appropriate content. It is also recommended that the involvement of inmate clerks' assistance be reviewed and discussed with OCE to ensure that inmate clerks do not handle Education Files containing confidential information as denoted on OCE memo addressing the Education Files processing.</p>
60.	If there are any contracted, OCE sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	Yes	The W-CALM program
61.	<div style="border: 1px solid black; padding: 2px;">Literacy:</div> <p>Are literacy programs available to at least 60% of the eligible prison population?</p>	No	<p>It was not possible to establish the factual percentage since the Education Monthly Report indicates 103% and the inmate eligible count appears lower that it may be. In addition, there is only one TV broadcast channel, no TV Specialist available to date and the activation and availability could not be confirmed. However, the VSPW Education Department is commended for having over 40 inmate tutors.</p> <p>It is recommended that the VSPW Education Department work with OCE to clarify exactly what percentage of the eligible population is being served.</p>
62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	Yes	
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	Yes	A sample includes the Transforming Lives Network and the availability of over 40 inmate tutors including Laubach Literacy International trained tutors. It is recommended that additional literacy delivery systems be established.
65.	Is there an established procedure for placing students into any existing Learning Literacy Lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	Yes	
66.	<div style="border: 1px solid black; padding: 2px;">Developmental Disability Program and Disability Placement Program:</div> <p>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/OCE policies?</p>	N/A	
67.	<div style="border: 1px solid black; padding: 2px;">ESTELLE/Behavior Modification Programs:</div> <p>Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?</p>	N/A	
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

69.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Correctional Offender Management Profiling for Alternative Sanctions – Risk and Needs Assessment:</div> <p>Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?</p>	Yes	
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of COMPAS)?	Yes	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the COMPAS Risk and Needs Assessment Program?	Yes	
72.	Do all designated assessment staff have an individual COMPAS log-on code? Is the security of the code maintained?	Yes	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the COMPAS Risk and Needs Assessment Program?	Yes	
74.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies:</div> <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	Yes	
75.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies Enhanced Outpatient Program:</div> <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with CDCR policy?	N/A	
77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	N/A	
78.	<div style="border: 1px solid black; padding: 2px;">Multi-Agency Re-entry Program (SB 618):</div> Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?	N/A	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	
81.	<div style="border: 1px solid black; padding: 2px;">Vocational-Recidivism Reduction Strategies</div> Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?	N/A	
82.	Are all Recidivism Reduction Strategies vocational classes at full enrollment?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: VSPW DATE: May 190-23,2008 COMPLIANCE TEAM: John Delapp	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Descriptions:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all the of classroom files reflect TABE scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the CDCR Literacy Plan criteria and OCE TABE testing requirements?</p>	No	The Pre-Release and W-CALM classes do not administer the TABE.
3.	Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	No	128B chronological reports are issued instead of the 128E chronological reports required by policy. Several inmate clerk time cards (CDCR 1697s) were not started or completed.
4.	Is 100% of the CDCR curriculum recording system in-use, accurate, and current?	No	Some classes use in house recording system and not the CDCR /OCE competencies recording system.
5.	Do 100% of the Permanent Class Record Cards (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	However it must be noted that the education/SAP classes record only the half-day education attendance.
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	Yes	
7.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> <p>Do all of the academic education classes have lesson plans that agree with the CDCR approved curriculum?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

8.	Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?	No	The high school classes are the only ones issuing required and elective credits. The other classes do not issue required or elective credits.
9.	Do all of the academic education classes have course outlines that agree with the CDCR approved curriculum?	Yes	
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?	Yes	The teachers were using the approved OCE Bridging Education curriculum.
11.	Are the TABE and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	Yes	All of the files had TABE scores; a very small percentage of the files had CASAS scores.
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (CDCR Form 151) that is up to date and accurate?	Yes	The PCR cards were current and up to date. However, all of the bridging classes were under quota. Given the current inmate population at VSPW all of the classes should be at full quota. There appears to be an inmate assignment issue.
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	Yes	The teachers had written daily weekly schedules.
14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">TABE Testing Coordinator:</div> Are gain/loss reports (School Progress Assessment Report Card) and the TABE sub-test reports reviewed/shared with the education supervisors?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

15.	Do the TABE Coordinator and at least two others have access to a CDCR email address and user account?	Yes	They have access to the share drive to be able to download the database.
16.	Does the TABE Coordinator have the most recent TABE database (within a week)?	Yes	
17.	Are TABE testing protocols signed by current staff?	Yes	
18.	Are the TABE testing materials secured in a locked cabinet (mandatory standards)?	Yes	
19.	Is a master inventory of TABE test booklets and answer sheets maintained by the testing coordinator?	No	The audit team was unable to verify the existence of a master comprehensive computerized inventory. There is no inventory of the answer sheets. The TABE Coordinator needs to include an inventory of answer sheets to the computerized master inventory to account for all test materials including their location and current status.
20.	Is the TABE binder current and up-to-date with memos, purchase orders and instructions?	Yes	The TABE binder must be maintained with current and up-to-date memos, purchase orders and instructions. The staff were aware of the content of the latest memorandum
21.	Is the TABE locator test being used when needed to determine which level appropriate TABE test to administer?	No	The TABE coordinator indicated they have found that the inmates were memorizing the locator test resulting in inmates being tested in an inappropriate test level. They are now using an interview and an explanation of test level explanation before the inmates are tested and have seen a reduction of testing in the wrong level.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

22.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Teacher-TABE Testing</div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix?</p>	No	<p>All teachers are not testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix The Pre-Release and Women's Conflict and Anger Lifelong Management (W-CALM) classes are not TABE testing. In the other classes the initial TABE testing is done by the TABE test coordinators. Follow up post testing is done by teachers.</p>
23.	<p>Are the TABE tests administered according to the testing matrix?</p>	No	<p>TABE tests are not being administered by all teachers according to the testing matrix The Pre-Release and Women's Conflict and Anger Lifelong Management (W-CALM) classes are not testing. In the other classes the initial TABE testing is done by the TABE test coordinators. Follow up post testing is done by teachers.</p>
24.	<p>Is the TABE locator being used when needed to determine which level appropriate TABE test to administer?</p>	No	<p>The TABE locator test is not being used when needed to determine which level appropriate TABE test to administer.</p>
25.	<p>Are teachers using TABE pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?</p>	No	<p>The Pre-Release and W-CALM classes are not using the TABE pre-post subtest diagnostic reports for student needs assessment nor are they reviewing test scores with inmates.</p>
26.	<p>Are teachers using the TABE pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting TABE score losses in their classes?</p>	No	<p>The Pre-Release and Conflict and Anger Lifelong Management (W-CALM) teachers are not using the TABE pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting TABE score losses in their classes</p>

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

27.	Are current TABE subtests placed in student's file?	No	In at least one case the current TABE subtests is placed in a separate locked file instead of the student file.
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Models:</div> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	No	There are no open line schedules for the Distance Learning Alternative Education Delivery Model. The teachers are coordinating and assisting inmates enrolled in primarily California Community College classes within a classroom services center setting.
29.	Are the Television Specialist and Distance Learning Study Teachers developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	No	There is no Television Specialist hired to date. The Distance Learning teachers that are coordinating primarily college programs are not using the education channel to deliver courses. However, a teacher is running Transforming Lives Network very successfully.
30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	No	There is no Television Specialist and the Distance Learning teachers running primarily college programs are not using the education channel to deliver courses. However, a teacher is running the Transforming Lives Network very successfully including the use of Kentucky Educational Television videos.
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with OCE approved curriculum?	Yes	
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with OCE approved curriculum?	No	There are no Education/Work Program (half-time) classes.
34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with OCE approved curriculum?	No	The Distance Learning classes do not have current course outlines and lesson plans that agree with OCE approved curriculum Distance Learning because the teachers are primarily coordinating college programs.
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with OCE approved curriculum?	Yes	
36.	<ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' TABE subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	No	Teachers are not testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model programs (AEDM). AEDM teachers are not TABE testing students. It is recommended that the Comprehensive Adult Student Assessment System (CASAS) testing be required by policy from OCE for programs such as Alternative Education Delivery Models requiring 120 enrollment, Women's Conflict and Anger Lifelong Management, Bridging Education, Pre-Release, and other short duration or large enrollment programs.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	No	No evidence was found that AEDM rosters are given to the Vice Principal and Principal on at least a weekly basis.
38.	Are students' gains being recorded and tracked?	No	The Alternative Education Delivery Model programs requiring 120 enrollments do not have a formal measurement instrument/tool or system in place for all students.
39.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all of the academic life skills classes have current course outlines that agree with OCE/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p>	Yes	
40.	Do all of the academic life skills classes have current lesson plans that agree with OCE/Gender Responsive Strategies approved curriculum?	Yes	
41.	<div style="border: 1px solid black; padding: 2px;">ESTELLE and Behavior Modification Unit programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

42.	Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?	N/A	
43.	<ul style="list-style-type: none"> Do ESTELLE students have access to computers as required in the framework of the program for training? Does the teacher have TABE scores on all of the students in the program? 	N/A	
44.	<div style="border: 1px solid black; padding: 2px;">COMPAS – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current COMPAS Operations Manual?</p>	Yes	
45.	Does assessment staff utilize the current standardized COMPAS Tracking Form?	Yes	
46.	Are the COMPAS questionnaires shredded daily in accordance with the confidential document procedure?	No	The COMPAS teacher indicated it usually takes more than one day to complete the questionnaire. The incomplete questionnaires are locked in the assessment Office Technician's desk till they are completed and the data is entered into the computer. A shredder is located in their work area.
47.	Are assessment interviews conducted in a semi-private environment?	Yes	The teachers make sure no other inmates are within hearing distance when they are conducting an interview.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

48.	Is appropriate assistance provided to inmates during participation in the COMPAS assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	Yes	
49.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <p>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?</p>	Yes	However, in one case the teacher had put the alarm away right before the interview.
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
51.	<div style="border: 1px solid black; padding: 2px;">Pre-Release</div> <p>Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?</p>	Yes	
52.	Do all of the Pre-Release lesson plans contain the objective, handouts, and methods for student evaluation?	Yes	
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	yes	
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	No	The CDCR/OCE Pre-Release curriculum recording system is not in use. However, there are two in house tracking systems used.
55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

56.	Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?	Yes	
57.	Are all of CDCR Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	No	The CDCR Form 128E required by OCE policy to be used to record all education participation, including course completions, is not used. The CDCR Form 28B is used instead of the 128E contrary to OCE policy.
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	Yes	
59.	Does the Pre-release teacher provide OCE with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	Yes	
60.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Recidivism Reduction Strategies Enhanced Outpatient Program: </div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?	N/A	
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?	N/A	
62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	N/A	
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

64.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Transforming Lives Network Program:</div> <p>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?</p>	No	Alternate modalities are not available for use within the housing units for the Distance Learning program. Alternate modalities such as, Kentucky Education Television videos, Transforming Lives Network satellite feeds/videos, institutional television, visual worksheets need to be developed and implanted within the housing units.
65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	No	There is no Television Specialist. One candidate has been offered the job and is due to start July 1, 2008. There is no individual teacher access to the Transforming Lives Network broadcasting.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	No	There is no Television Specialist. One candidate has been offered the job and is due to start July 1, 2008. There is no individual teacher access to the Transforming Lives Network broadcasting.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	No	A system to give school faculty members the opportunity to provide input into the broadcast schedule has not been put in place.
68.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recreation/Physical Education (P.E.):</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p>	Yes	
69.	Does the Physical Education teacher follow the CDCR approved selection process for movies?	Yes	
70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

71.	Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?	Yes	
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	Yes	
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	Yes	
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	Yes	
75.	Are time-keeping records (CDCR Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	Officers keep the records for inmates who work for the Physical Education teacher.
76.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Recidivism Reduction Strategies (Physical Education): </div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	Yes	
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO.	INSTITUTION: VSPW DATE: May 19-23, 2008 COMPLIANCE TEAM: Ron Callison, Beverly Penland	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Description:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all of classroom files reflect TABE scores that are not over six months old for students under the CDCR Literacy Plan and OCE TABE testing criteria?</p>	Yes	
3.	<p>Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?</p>	No	<p>One of the program teachers is not completing 128E chronological quarterly reports. Some of the 128E chronological reports are inaccurate in reporting of the units completed each quarter.</p>
4.	<p>Is the curriculum recording system in-use, accurate, and current?</p>	Yes	
5.	<p>Does the Permanent Class Record Card (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?</p>	Yes	
6.	<p>Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?</p>	No	<p>Teachers were unaware that elective credits could be issued.</p>
7.	<p>Are Trade/Industry Certifications being issued and recorded to those students earning them?</p>	Yes	<p>Several of the programs are working on be able to add additional industry certification to their programs.</p>
8.	<p>Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

9.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> <p>Do all of the vocational education classes have course outlines that agree with the CDCR curriculum?</p>	No	Most of the program teachers do not have course outlines of their programs.
10.	Do all of the vocational education classes have lesson plans that agree with the CDCR curriculum?	Yes	
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	Yes	
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	Yes	
13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	Yes	
14.	<div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies:</div> <p>Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?</p>	N/A	
15.	<div style="border: 1px solid black; padding: 2px;">National Center for Construction Education and Research:</div> <p>Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?</p>	Yes	
16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	Yes	
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	Yes	
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	Yes	
20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	Yes	
21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	Yes	
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to OCE within 60 days?	Yes	
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">TABE Testing</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix?	Yes	Students are assigned to an academic class where they are interviewed and administered the TABE. They are then recommended for an education assignment. They are then assigned as a class opening becomes available.
29.	Are the TABE tests administered according to the testing matrix?	Yes	The TABE coordinator sends a list of students who need to be post-tested and the teacher administers the TABE post-test.
30.	Is the TABE locator being used, when needed, to determine which level appropriate TABE test to administer?	No	The Teachers do not administer the initial test. The TABE coordinator identifies the appropriate post test level.
31.	Are teachers using TABE pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

32.	Are teachers using the TABE test results as a diagnostic tool for individualized instruction and trouble shooting TABE score losses in their classes?	Yes	
33.	Are current TABE subtests placed in student's file?	Yes	
34.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with OCE/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?</p>	No	All of the teachers have not received Gender Responsive Strategies training and do not have course outlines reflecting the Gender Responsive Strategies curriculum.
35.	Do all or more of the vocational classes have current lesson plans that agree with OCE/Gender Responsive Strategies approved curriculum?	No	Gender Responsive Strategies have not been incorporated into the program lesson plans.
36.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <p>Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?</p>	Yes	
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	Yes	
39.	Is at least one hour per month of safety meetings being held and documented?	Yes	
40.	<div style="border: 1px solid black; padding: 2px;">Trade Advisory Committee:</div> <p>Does the instructor have a documented, Trade Advisory Committee that meets at least quarterly?</p>	No	Some of the vocational programs do not a Trade Advisory Committee or attend or conduct any Trade Advisory Committee meetings.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

41.	<div style="border: 1px solid black; padding: 2px;">Job Market Analysis:</div> <p>Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?</p>	No	Some programs did not have a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey to share with their students.
42.	<div style="border: 1px solid black; padding: 2px;">Apprenticeship:</div> <p>Is there an active Apprenticeship Training Program?</p>	N/A	
43.	If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?	N/A	
44.	Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?	N/A	
45.	<div style="border: 1px solid black; padding: 2px;">Employee and Community Services Programs.</div> <p>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?</p>	Yes	
46.	If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO.	INSTITUTION: VSPW DATE: May 19-23, 2008 COMPLIANCE TEAM: Christine Long	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Library Staffing:</div> <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	Yes	An Academic Vice-Principal supervises the library staff. The Senior Librarian implements the library program.
2.	<div style="border: 1px solid black; padding: 2px;">Department Operations Manual and Department Operations Manual Supplement:</div> <ul style="list-style-type: none"> Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries? Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? 	Yes	The Library and Law Library Department Operation Manual supplement is due for revision May 2008.
3.	<div style="border: 1px solid black; padding: 2px;">General Population (GP) Access Hours:</div> <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	The library hours are posted on the windows of the front and back doors and are posted in each of the housing units. Evening hours are available on Tuesday, Wednesday, Thursday, and weekend hours on Saturday. Actual access depends on yard release. The library by custody staff.
4.	<div style="border: 1px solid black; padding: 2px;">General Population/Law Library Documentation:</div> <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use? Is there a list showing inmates who request legal access, and those who received access? 	Yes	Requests are collated and stapled by date ducated. Database of verified legal deadlines updated as requests are received and verified by library staff.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

5.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Restricted Housing Status Inmate Access:</div> <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	Procedures for providing physical access to restricted housing inmates are included in the library program Department Operation Manual supplement.
6.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Restricted Housing Status Non-Legal Library Services:</div> <p>Do Restricted Housing inmates receive general library services?</p>	Yes	Inmates submit a request for the books. If available, the Library Technical Assistant from A facility will deliver books to Administrative Segregation /Security Housing Unit. There is a need for more titles.
7.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Library Expenditures:</div> <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? 	Yes	
8.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Welfare Funds (IWF) Expenditure:</div> <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p>	Yes	There is a question as to why the purchase of some ethnic magazines was denied (i.e. Ebony, TV Novelas)

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

9.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Law Library Expenditure:</div> <ul style="list-style-type: none"> Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	
10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	Yes	
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	No	The Warehouse notifies the Senior Librarian who picks up the discs and then loads them on to the computers.
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Library Book Stock - Quality, Part I:</div> <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years.) Does the library program have at least three directories relevant to the questions asked by the population served? 	No	The encyclopedia is dated 2001, a new one was recently ordered. The unabridged dictionary is a 1993 edition. The Senior Librarian will purchase a new one with reduced recidivism funds. The library has a 2008 Directory of Attorneys, 2006 Headquarters USA, 2006-2007 Washington Info Directory Information directory

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

14.	Library Book Stock - Quality, Part II: Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?	No	The Main library has a 2007 World Almanac; the atlases are more than three years old. The libraries maintain dictionaries within age limits.
15.	Library Book Stock - Quality, Part III: <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure 	Yes	
16.	Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?	No	The Facility A library collection is lacking adequate titles.
17.	Library Book Stock - User Orientation: <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	The Senior Librarian regularly reviews inmate suggestions for purchases. The Senior Librarian has begun to attend the Site Literacy meeting, meets with the Women's Advisory Committee, and has one Library Clerk who is the library representative for the Inmate Education Advisory Committee.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

18.	Library Book Stock - Quantity: (Department Operations Manual Book Aug) <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? 	Yes	
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	Yes	Year One titles have been processed and shelved. Purchases for Year Two funding are being prepared.
20.	Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	No	The library uses the Follett automated circulation system. Staff performs circulation duties. Inmates are not allowed to use the circulation computer - institution policy. There is no Interlibrary Loan process in place.
21.	Circulation: <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	No	The Advantage Plus update to the circulation system can now only be accessed through the Internet. There is an adequate overdue system.
22.	Mandated Law Library/California Code of Regulations, Department Operations Manual <ul style="list-style-type: none"> Are the Gilmore v. Lynch mandated law books up to date? Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual? Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	No	The library has begun to receive printed updates but has a break in some editions. The library has not received Law Week yet. Bulletin boards are mounted in each library to display revisions, etc.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

23.	Law Library - American Disability Act (ADA): Are American Disability Act mandatory postings present in the library?	Yes	
24.	Circulating Law Library: Is a procedure for accessing the Circulating Law Library in place?	No	The library has an agreement with the Madera County Law Library to obtain needed books to photocopy the requested cases.
25.	Court Deadlines: Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?	Yes	Inmates with court deadlines are required to complete a Request for Verification of Court Deadline and to submit a copy of their court document. A database is kept of priority users.
26.	Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	
27.	General Library Forms and Supplies: Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?	Yes	
28.	Inmate Clerk Training: <ul style="list-style-type: none"> Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? Do inmate clerks receive training on a regular basis in law library and general library processes? 	No	The current law library clerks received training from a previous law clerk that was a trained paralegal. Staff provides initial training in general library processes. Print materials are available on the procedures for book repair.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

29.	<div data-bbox="164 247 914 300">Security and Order:</div> <ul style="list-style-type: none">• Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms?• Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
-----	--	-----	--

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: VSPW DATE: May 19-23, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
1.	Duty Statement/Job Description/Credentials – Literacy Learning Lab Do you have a current duty statement on file (within one year)?	Yes	Mr. Steve Culver is an outstanding Literacy Learning Lab teacher.
2.	Do you have a valid credential on file?	Yes	Valid credential in Education Office.
3.	Security/Order – Literacy Learning Lab Are personal alarms issued by the institution to teaching staff and worn?	Yes	Mr. Culver also has a whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	Exit sign is above the door with the evacuation plans on the left side of the door.
5.	Supervisory/Support – Literacy Learning Lab Do you receive support from your supervisor and other educational staff?	Yes	Good support from Mr. Connolly, SAI.
6.	Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	Yes Yes Yes	Mr. Connolly visits three to four times a week. Mr. Patrick visits rarely.
7.	Inmate Enrollment – Literacy Learning Lab Do you maintain a minimum enrollment of 27 students?	Yes	Twenty-seven students for 6.5 hours per day.
8.	Do students receive direct/group instruction?	Yes	Group work on board and in packets covering all subject areas.
9.	Is the Literacy Learning Lab a "self contained" program?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

10.	Student Records/Testing Achievements – Literacy Learning Lab Do you verify non-General Education Development or non-High School graduation of the student?	Yes	Mr. Culver checks with the GED Coordinator to verify the GED or High School Diploma.
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	Yes	Mr. Culver begins the student file immediately upon entering the Plato Lab
12.	Does each student have a current TABE score? <i>If not, do you refer the student for testing?</i>	Yes	TABE and CASAS scores current. If student's TABE score is not current Mr. Culver will test student.
13.	Do you assess student's basic skill level? <i>Describe</i>	Yes	Teacher interviews student and has the student read orally to determine reading level.
14.	Are at least 90% of the CDCR Form 128E chronological reports, classroom records and accountability documents current, accurate and secured?	Yes	All student files are current, accurate, and secured in locked cabinet.
15.	Are the Student Files current (incl. TABE scores and any other assessment scores)? <i>Review</i>	Yes	All scores are current.
16.	Is there a current Student Job Description on file?	No	The Federal Education Grievance Procedure policy is not included in Student Job Description. Memo dated June 23, 2006.
17.	Instructional Expectations – Literacy Learning Lab Do you use the approved CDCR Competency Based Adult Basic Education curriculum?	Yes	Incorporated in group work and packets.
18.	Are differentiated instructional methods used? <i>Describe</i>	Yes	Group and peer learning.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

19.	Do students track their own progress?	Yes	Students receive assignment work weekly and they track their PLATO progress from the software.
20.	Do the students receive computer orientation? Is there continuous training? Describe	Yes Yes	The teacher does the orientation and on going training, if needed, with each new student.
21.	Do you maintain course outlines and lesson plans? Review files	Yes	Outstanding outlines and lesson plans daily and weekly. Competencies are checked off.
22.	Do you use alternative assessment instruments (besides the required TABE), to determine a student's instructional plan? Describe	Yes	Teacher generates reading and math quizzes for student assessment.
23.	Do students spend an average of six months of instructional time enrolled in the program?	Yes	Six months is the average stay.
24.	Other Services – Literacy Learning Lab Do you refer students to other services, i.e. medical? Describe the process	Yes	Teacher would contact medical, only if necessary.
25.	Do you provide the students career-related information?	Yes	Job related activities, goal setting and other life skills such as the PLATO software.
26.	Do you have student aides? If so, how many and how are they used?	Yes	One student aide. She provides tutoring and clerical support for the Literacy Learning Lab.
27.	[Redacted] Have you participated in conferences, workshops and seminars from July 1, 2007–December 31, 2008? If so, provide a list.	Yes	Reading Plus training in August, 2007, for new software program.
28.	Expenses – Literacy Learning Lab Are spending levels appropriate for material purchases and training to support program needs?	Yes	Mr. Culver is satisfied with the spending levels.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

29.	Equipment – Literacy Learning Lab Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory	No No	This Literacy Learning Lab has new computers. PLATO has not been out to open the upgrades. Mr. Culver has tried to make arrangements, but PLATO has not responded.
30.	Is your software appropriately maintained by PLATO's technical field staff?	Yes No	Mr. Culver is very happy with the PLATO software. However he would like to have the upgrades installed. The Reading Plus software is not installed. CCWF received the software program in August, 2007.
31.	Do you register all new software purchases with the Associate Information Systems Analyst?	Yes	The AISA is aware of all software used in the Literacy Learning Lab.
32.	Committees/Meetings – Literacy Learning Lab How often do you meet with the referral teacher for consultation on a student?	N/A	
33.	CASAS/TOPSpro Management Information System (MIS) Coordinator Have you been trained in the area of California Accountability and the TOPSpro Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? Dates of last trainings	Yes Yes	Ms. Deanna Maddock attended the April, 2008 and the October, 2007 TOPSpro training conducted by the WIA Administrator. She also attended the 2007 CASAS Summer Inst.
34.	Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? Explain the CASAS testing procedures at your institution.	Yes	VSPW has an adequate amount of testing materials. Sign-out and Sign-in sheet is used to track test booklets.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	Locked in cabinet in secured Testing Office.
36.	Are you using the latest version of the TOPSpro Management Information System software?	No	TOPSpro version 4.55. Two upgrades have been sent out since this version.
37.	Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	Yes	The scanner works well. The computer was just upgraded from NT to XP.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	Yes	Competency Reports for Students and Class. Student Gains by Class Report.
39.	Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report?	Yes Yes	After each scanning to keep tabs on student progress for teachers. Assist Coordinator with data cleaning.
40.	Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the CASAS Coordinator locates student to complete survey via the mail and submit to the WIA Administrator.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	Third Quarter data showed "No Student Qualified". CASAS Coordinator would locate ex-student to have them fill out survey.
42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used for assisting Coordinator to locate errors in the data.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	Yes Yes	This report is given to the teachers to account for the students learning gains. All records matched. Ms. Maddock is a dedicated CASAS Coordinator
-----	---	------------------------------	--

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

No.	INSTITUTION: VSPW DATE: May 19-23, 2008 COMPLIANCE TEAM: Tom Posey	Yes/No or N/A	COMMENTS
1.	Does the Incarcerated Youth Offender Teacher have a copy of the current Incarcerated Youth Offender Grant?	Yes	
2.	Is there a signed Incarcerated Youth Offender Enrollment Agreement on file for each participant?	Yes	
3.	Is there evidence on file that each participant graduated from high school or passed the General Education Development exam?	Yes	
4.	Is there a Participant Demographic/ Biographic information sheet on file and, that his/her portfolio has been started?	Yes	
5.	Does the Incarcerated Youth Offender Teacher use CAPS, COPS AND COPES to identify inmate job skills?	Yes	
6.	Are the results of CAPS, COPS AND COPES assessment on file?	Yes	
7.	Does the Incarcerated Youth Offender Teacher Identify inmate jobs indexed to skills?	Yes	
8.	Does the Incarcerated Youth Offender Teacher provide job counseling and job resumes for participant?	Yes	
9.	Does the Incarcerated Youth Offender Teacher provide academic and vocational training courses for participants?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

10.	Does the Incarcerated Youth Offender Teacher track success of Incarcerated Youth Offender participants after parole?	Yes	
11.	Does the Incarcerated Youth Offender Teacher provide services to prisons in surrounding areas?	Yes	
12.	Does the Incarcerated Youth Offender Teacher use the Internet, phone and fax to establish contact with Parolees?	Yes	
13.	Does the Incarcerated Youth Offender Teacher meet at least once on a quarterly basis with active participants in Incarcerated Youth Offender?	Yes	
14.	Does the Incarcerated Youth Offender Teacher indicate in Incarcerated Youth Offender database why inmates have declined or dropped from the Incarcerated Youth Offender program?	Yes	
15.	Does the Incarcerated Youth Offender Teacher communicate and maintain rapport with Vocational and Academic teachers?	Yes	
16.	Does the Incarcerated Youth Offender Teacher prepare and submit reports to the Incarcerated Youth Offender Program Coordinator via memos and the Incarcerated Youth Offender database?	Yes	
17.	Does the Incarcerated Youth Offender Teacher attend training, Incarcerated Youth Offender quarterly meetings and pertinent conferences?	Yes	
18.	Does the Incarcerated Youth Offender Teacher maintain a hard file for each active/inactive or former participant and participant parolee?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

19.	Does the Incarcerated Youth Offender Teacher's hard copy file contain assessment information, enrollment and tuition agreements, evidence of General Education Development or high school completion, contact information and relevant chronological documentation?	Yes	
20.	Does the Incarcerated Youth Offender Teacher's hard file and database information are consistent and in agreement with each other?	Yes	
21.	Does the Incarcerated Youth Offender Teacher ensure that the inventory sheet is up to date; all equipment is clearly marked and identified with Incarcerated Youth Offender inventory tags?	Yes	
22.	Does the Incarcerated Youth Offender Teacher work with contracted vendors to help with the successful transition from prison to parole?	Yes	
23.	Does the Incarcerated Youth Offender Teacher check to ensure transfers from other Incarcerated Youth Offender institutions still meet eligibility requirements?	Yes	
24.	Does the Incarcerated Youth Offender Teacher ensure that only the Incarcerated Youth Offender Representative uses Incarcerated Youth Offender equipment?	Yes	
25.	Does the Incarcerated Youth Offender Teacher use Offender Based Information System to update the candidate pool on a monthly basis?	Yes	
26.	Does the Incarcerated Youth Offender Teacher Issues trust withdrawals for any materials or equipment loaned to participants?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

27.	Does the Incarcerated Youth Offender Teacher maintains all information for each participant in the Incarcerated Youth Offender database and is it current and up to date to include, but not limited to, the following database fields (minimum fields to be completed)?	Yes	
a.	CDCR #;First and Last name	Yes	
b.	Earliest Possible Release Date; Date Of Birth	Yes	
c.	Date Enrolled in the Incarcerated Youth Offender program	Yes	
d.	Participant Notes if applicable	Yes	
e.	Program Exit Code if applicable	Yes	
f.	Program Exit Date if applicable	Yes	
g.	Parole Region, Unit and County if known	Yes	
h.	Training programs recorded as a separate record and corresponding tuition agreement in participant's file	Yes	
i.	Program Name; Entry Date; Completion Date; Early Exit Date and Reason (if applicable); notes on status of course/course completion, earned grade etc. in Training Placement record	Yes	
j.	Expense Date; Amount; Training Provider; Training Program; Participant Name; CDCR Number and applicable notes	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

k.	Incarcerated and post incarcerated address noted and recorded as separate records in Location Info.	Yes	
l.	Uses DDPS disk to update Incarcerated Youth Offender database	Yes	
m.	Has internet access; uses internet as resource for employment and other transitional information for participant	Yes	
n.	Sends and receives changes to Incarcerated Youth Offender database to Headquarters within 24 hours of receiving update disk from Headquarters.	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

No.	INSTITUTION: VSPW DATE: May 19-23, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Inmate Enrollment</div> <p>Is the class meeting OCE required enrollment quota?</p> <p>(Note the actual enrollment in the comments section).</p>	Yes	<p><i>Quota: 216</i> <i>Enrollment: 216</i></p> <p><i>27 students per each of the eight instructors.</i></p>
2.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Equipment Inventory</div> <p>Is the Vocational and Technical Education Act equipment properly tagged?</p> <p>(Note the condition of equipment in the comments section).</p>	Yes	<p><i>Condition of equipment: All equipment is in good condition.</i></p>
3.	Is Vocational and Technical Education Act equipment used for the intended purpose?	Yes	
4.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Student Records/Testing Achievements</div> <p>Are course completions being issued for OCE program training requirements?</p> <ul style="list-style-type: none"> ▪ How many students are trained per year? <p>(Note the number of students trained per year in the comments section).</p>	Yes	<p><i>Number of students trained per year: 597.</i></p> <p>AR/EPA, NCCER, and C-Tech. Other shops working on CSS, PAP & OPESA</p>
5.	Do Student files verify equipment training on CDCR Form 128E?	Yes	
6.	Is OCE-approved curriculum and recording system in use?	Yes	
7.	Are lesson plans in accordance with OCE guidelines?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

8.	Related Training Is safety and literacy training taking place in accordance with OCE guidelines?	Yes	
9.	Vocational Classroom Physical Access Are students able to get physical to the vocational shops over 50% of the time? (Note the "X" and "S" time for the last two prior months).	Yes	<i>Month 1/X=18,180 S=9,400</i> <i>Month 2/X=16,704 S=7,539</i> The majority of "S" Time is due to late release by custody.
10.	Trade Advisory Committee Are quarterly meetings held and minutes kept? <i>(Note the Number of Trade Advisory Committee members, number in the comments section).</i>	No	Number of TAC members: 45 The only exception is that the Air Conditioning and Refrigeration TAC member refused to come into the prison and instructor was told that TAC members had to come in since the Instructor is not allowed top go out to the community.
11.	Supplemental Areas (not counted for points on the overall Compliance Review) Apprenticeship: <ul style="list-style-type: none"> ▪ Number of apprentices_____ ▪ Institutional Pay_____ ▪ Union/Company Affiliation_____ _____ ▪ Current DAS Form_____ ▪ OJT Work Logged_____ ▪ Less than 5 years_____ 	N/A	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

12.	Is the shop clean? (Note the cleanliness and general maintenance of the shop in the comments section).	Yes	
-----	---	-----	--